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ABSTRACT

This report evaluates a program funded under the Educational Consolidation and Improvement Act (ECIA), Chapter 1, Part B, in New York (New York). The Program for Neglected and Delinquent Children, District 75/Citywide Institutionalized Facilities Program provides after-school supplementary instruction in prevocational skills, activities of daily living, and academic remediation to students who reside in group homes and institutions for the delinquent and neglected throughout the five boroughs of New York City. Sponsored by the Division of Special Education (DSE) of the New York City Board of Education, the program is designed to prepare students for independent living and social and economic success once they leave their institutions. This evaluation of the 1989-90 program indicates that it successfully delivered effective supplementary education in vocational, daily living, and remedial academic skills to neglected and delinquent children and adolescents in institutional residences. The pupil achievement objective of at least 80 percent mastery of attempted objectives was attained by 92.5 percent of the population served, well above the goal of 80 percent of the students. The report presents seven recommendations and includes statistical data in six tables. (AF)

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OREA Report

E.C.I.A. CHAPTER 1, PART B
INSTITUTIONALIZED FACILITIES PROGRAM

1989-90

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E.C.I.A. CHAPTER 1, PART B
INSTITUTIONALIZED FACILITIES PROGRAM

1989-90

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8/90

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Gaylen Moore edited the report and Donna Manton provided irreplaceable service in designing and word processing the final draft.

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D.S.E. Citywide
Chapter 1, Part B
Institutionalized Facilities Program
1989-90

SUMMARY

The E.C.I.A. Chapter 1, Part B Program for Neglected and Delinquent Children, District 75/Citywide Institutionalized Facilities Program was designed to provide after-school supplementary instruction in prevocational skills, activities of daily living, and academic remediation to students who reside in group homes and institutions for the delinquent and disabled throughout the five boroughs of New York City. Sponsored by the Division of Special Education (D.S.E.) of the Board of Education, the program was designed to prepare students to be independent after leaving the institution.

OREA collected data retrieval forms for all student participants, surveyed all supervisors and teachers (and interviewed 17 percent of those teachers), and visited 46 percent of participating institutions (17 percent of program sites) to evaluate program implementation and outcomes.

During 1989-90, program staff provided supplementary career education and daily living skills instruction to 2,600 students aged seven to 21 residing in 39 institutions (145 sites) for the neglected and delinquent. The program was staffed by one program coordinator, 15 supervisors, and 163 teachers.

The program was implemented as proposed. Implementation was greatly enhanced by the teachers' use of individualized instructional methods and program curriculum, their ability to respond to the diversity of students' age, educational preparation, length of residency, and emotional characteristics. Program staff emphasized the importance of maintaining good rapport with site staff and expanding job-related opportunities for students by creating a job developer's staff position, establishing an ongoing relationship with a job trainer or placement agency, and organizing a youth job fair.

Other strengths of the program were: the excellent flow of information and support to the program due to the cooperation between tutors and supervisory staff, the availability of in-service training and advisement to teachers provided through regular meetings and site visits, and teachers' willingness to encourage students' trust and respect.

For the first time this year two teams of teachers ran computer and sex education-interpersonal relations workshops at 12 program sites. Program tutors reported that the workshops were very well received, provided important information to both students and teachers, and strongly recommended they be expanded.

The pupil mastery objective was attained by 92.5 percent of the population served, well above the proposed goal of 80 percent. Teachers also reported that the majority of students had shown marked improvement in self-esteem and attitudes toward work and school.

Based on these findings, OREA offered the following recommendations.

- Establish a permanent position of Job Developer, as exists at all District 75/Citywide sites.
- Expand the formal avenues for finding students part-time and summer employment, by establishing contact with job development or training agencies (e.g., SEEK), or through a yearly job fair.
- Establish as permanent positions two teams to provide in-service training and student workshops on computer literacy and sex education-interpersonal relations.
- Continue to monitor and encourage institutional staff cooperation through personal interventions by the program coordinator or supervisor.
- Expand the programs ability to provide computer-based instruction, through focusing on acquiring computers and word-processors.
- Increase the academic skills focus of the curriculum inventory.
- Expand the tutors contact hours with students, either by increasing hours on a weekly basis, or extending the program through May.

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I. INTRODUCTION

The E.C.I.A. Chapter 1, Part B Program for Neglected and Delinquent Children, District 75/Citywide Institutionalized Facilities Program provides after-school supplementary instruction in pre-vocational skills, activities of daily living, and academic remediation to students who reside in group homes and institutions for the delinquent and neglected throughout the five boroughs of New York City. Sponsored by the Division of Special Education (D.S.E.) of the New York City Board of Education, the program is designed to prepare students for independent living and social and economic success once they leave their institutions.

PROGRAM GOALS AND OBJECTIVES

The goal of the Institutionalized Facilities Program is to equip students with the knowledge, skills, and experiences that will enable them to achieve independence and success once they leave the institutions. This is achieved through the teaching of prevocational, basic academic, and social skills with an emphasis on linking life goals with vocational abilities and academic skills through activities which emphasize real-world demands.

The program provides students with a broad curriculum to allow their fullest development as independent and productive citizens. For students who are severely handicapped and most likely will never leave an institutional setting, the goals are limited to improving activities of daily living.

The program's skill objectives are detailed in a set of six assessment inventories. These focus on vocational skills and awareness, activities of daily living, advanced vocational objectives including computer competency and preparation for academic and

occupational/licensing exams, human sexuality and interpersonal relationships, and knowledge of the law and legal issues relevant to the students' institutional standing and adult responsibilities. Teachers use the inventories to evaluate and test incoming students, design individualized curricula, and record student objective mastery.

This year the program initiated two teams of two program teachers each to develop and offer on-site workshops in computer literacy and human sexuality-interpersonal relationships. Each team was to develop materials and approaches and conduct at least six workshops on their topics.

PROGRAM ORGANIZATION

The Institutionalized Facilities program staff consists of a program coordinator, 15 supervisors, and from 150 to 200 teachers, depending on the number of institutions and sites participating each year. The program coordinator maintains contact with all institutional agency directors and key staff members at the sites, conducts training sessions, visits program sites, and meets with teachers and supervisors on both a regular and an on-call basis. Supervisors and teachers serve in the program after regular school hours on a per session capacity. Each supervisor oversees from six to 20 teachers at sites located in the same region of the city.

Supervisors attend and speak at training sessions, visit all sites regularly, and provide teachers with in-service training and instructional resources, conduct site observations, and maintain liaison with the institutional staff.

Usually one teacher is placed at a site, with six to eight students. Larger sites are staffed with up to six or more teachers. Where possible teachers are assigned to the same site in successive years, allowing them to maintain long-term rapport with the staff.

SITE AND STUDENT SELECTION

The target population for the Institutionalized Facilities Program consists of neglected and delinquent children and adolescents in group homes, long-term residential institutions, diagnostic centers, detention facilities, and other residential sites throughout New York City. Two distinct sub-populations are severely disabled children who, in many cases, are permanently institutionalized, and pregnant teenagers in group home facilities.

Each year the State Education Department (S.E.D.) surveys institutions throughout the State and evaluates their eligibility. The list of eligible institutions is forwarded to the Institutionalized Facilities program coordinator, who contacts each identified institution and confirms their needs for the following year. Teaching tutors and/or materials and equipment are allocated to each institution, depending on the expected resident population and other needs.

REPORT FORMAT

This report is organized into four chapters: Chapter II outlines the evaluation methodology; Chapter III describes OREA's findings; Chapter IV provides conclusions and makes recommendations for future implementation of the program.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

OREA's evaluation of the 1989-90 Institutionalized Facilities program addressed the following questions:

Implementation

- What were the characteristics of students who participated in the program?
- How was the program organized to provide services?
- How was student instruction carried out?

Outcomes

- To what extent did the program meet its objective that 80 percent of the participants would master 80 percent of their short-term skill objectives?
- Were the workshops on Computer Literacy and Human Sexuality - Interpersonal Relationships conducted as planned.
- What were other program-related student accomplishments?

EVALUATION PROCEDURES

Sample

In past program cycles data recovery approached 100 percent for both student Data Retrieval Forms and staff surveys. This year data collection was adversely affected by the illness of the program director, and the leaving of one of the 15 supervisors early in the program year. In the past the program director was the conduit for distributing and collecting all OREA instruments. This year instrument distribution and collection was shifted to a mail-in system in mid-year, reducing significantly the data recovery rate.

Program teachers submitted information on 2,144 of the approximately 2,600 participating students, for a return rate of 82.5 percent. Twelve (80 percent) of the 15 supervisors and 131 (80.4 percent) of the 163 teachers returned OREA-developed surveys.

OREA consultants interviewed 17.4 percent (N=28) of the teachers at their sites. They visited 16.7 percent (N=24) of the 145 program sites, representing 46.1 percent (N=18) of the 39 institutions participating in this years program.

Instrumentation

OREA-developed instruments consisted of a teacher survey, a supervisor survey, a teacher interview guide, a classroom observation guide, and a student data retrieval form (D.R.F.).

Teachers maintained a record of student progress on the D.R.F.s throughout the year. Student achievement was measured by administering the criterion-based objectives of the six curriculum inventories (see Curriculum below). Teachers also recorded information on the D.R.F.s about students' age, sex, reason for residence, day school registration, attendance, and reasons for leaving the program.

Data Collection

OREA mailed surveys with self-addressed envelopes to supervisors and teachers in the last month of the program and asked for their return within two weeks. D.R.F.s were distributed to teachers at the beginning of the term. These D.R.F.s were checked monthly by the program supervisors, assuring the completion and accuracy of these data. D.R.F.s were delivered or mailed to OREA at the end of the program cycle. OREA consultants conducted field interviews and site visits during March, April, and May of 1990.

III. EVALUATION FINDINGS

PROGRAM IMPLEMENTATION

Student Characteristics

Students in the program were characterized by a wide diversity of age, handicapping conditions, legal situations, educational level, and length of residence in their institutions.

Most of the students were female (53.2 percent). Nearly all are characterized as either neglected or delinquent, with the rest pregnant or mentally retarded.

All students attended regular day school in addition to their Institutionalized Facilities classes. The majority, 1,230 (59.9 percent) attended neighborhood public schools, 438 (21.3 percent) attended classes at their institutional sites, and 386 (18.8 percent) were in other educational settings. No data were available for 103 students.

Students' approximate educational level also varied greatly. Of the over 1,500 students reported on, 60 percent had reading and mathematics functional levels two or more years below grade level, with 13 percent more than four years below grade level. Another six percent were reported as two or more years above grade level.

Many of the students have been in the Institutionalized Facilities program in past years, with 36.7 percent of the teachers describing more than half their students as having previously been in the program, some for more than a full year. Residential stability of the student population varied, with 43 (32.8 percent) of the teachers indicating that more than half their students left the facility unexpectedly.

In conclusion, the program student population has a wide range of needs, given their age, sex, reason for residency, academic level, school context, and length and

stability of institutional residency. Every student at a site often requires a specifically designed instructional program. This demands a flexible and experienced staff, a wide-ranging curriculum, and an approach that facilitates individualization of instruction.

Program Personnel

Program staff consisted of a director, a teacher-trainer, 15 supervisors, and 163 teachers. All the staff were highly experienced in teaching and supervising in special education. The director and teacher-trainer have been in their positions for 13 years. Supervisors averaged over 20 years of educational experience, and two and a half years supervising in this program. This reflected a recent turnover in most supervisory positions. Teachers averaged eight years in special education and four years in the Institutionalized Facilities program.

All teachers participated in an initial orientation and in monthly staff training meetings. Nearly all teachers (94.4 percent) reported the initial orientation meeting to be "somewhat" or "very useful" in presenting the program's objectives and requirements, materials, recording standards, and data retrieval procedures. Supervisor conducted monthly staff meetings focused on specific problems concerning students' instructional or behavioral problems, materials and equipments needs, program staff relationship with the agency staff, or problems with paperwork.

Supervisors also visited all their sites regularly, at least biweekly, to observe teachers, discuss methodology, deliver supplies, provide help with paperwork, and deal with any problems confronting teachers.

Institutions Served

The 39 institutions served by the program were characterized by a diversity in

size, organization, age of students, and length of student residency. The majority of the sites, about 120, were small group homes, with from five to twenty students. Half of all sites had ten or fewer residents. The other sites were larger, and included institutions with from 50 to several hundred students residing for short periods throughout the year. (See **Institutionalized Facilities 1989-90 State Report** for descriptive profiles of program implementation at each institution).

Physical Setting

Teachers reported holding classes in many different settings, including 58 (44.3 percent) in dining rooms; 17 (13.0 percent) in recreation rooms; 25 (19.1 percent) in offices; 11 (8.4 percent) in regular classrooms; and 11 (8.4 percent) in living rooms. All venues were adequate for the needs of the program.

Curriculum

The instructional emphasis of the Institutions program was vocational education, basic math and reading skills, and life skills training. Teachers tailored lessons to each student, considering age, educational level, interests, and length of residency. Teachers used the curriculum inventories as the basis for individualizing lessons. Each curriculum inventory focused on a specific area of prevocational or other skills, organized as a series of goals, each with a clearly indicated performance objective. In general, the objectives proceeded from relatively simple to more difficult ones.

Six curriculum inventories were used in the program: the Career Education/Pre-Vocational Skills Assessment Inventory, and its subsection the Sheltered Workshop Activities curriculum; the Activities of Daily Living Skills Assessment Inventory; Specialized Vocational Skills; World of Work; the newly introduced Human Sexuality and Interpersonal

Relationships; and Law in the Community. Table 1 summarizes the use of the curriculum inventories during the program this year.

Student Instruction

Instructional Activities. The broad range of student abilities and needs requires that teachers in the Institutionalized Facilities Program use a variety of pedagogical methods, materials, and equipment to allow for program success. Individualization of lessons is necessary to provide appropriate instruction to each student. Table 2 summarizes the instructional activities and specific topics used by program teachers. Individual tutoring was used by nearly all teachers. The percentage of teachers providing instruction in reading and math skills has increased this year, as it has for the last several years. Few teachers provide instruction in word processing or other computer based skills, reportedly because of lack of equipment and lack of computer teaching skills on the part of the tutors.

(See the State Report for descriptions of classroom activities observed by OREA consultants and reported on by program teachers.)

Work World Contacts. Thirteen teachers (9.9 percent) reported inviting representatives from various businesses to speak to their classes; and 18 (13.7) reported taking their class on visits to businesses. Among the individuals who visited classes were health care professionals, computer technicians, a poet, office and sales workers, and representatives of the baseball industry and transit authority. Class trips included visits to retail stores, cultural institutions, fire and police stations, a bowling

TABLE 1

Number of Students Instructed in Each
Curriculum Inventory
(N = 2,144)

Curriculum	STUDENTS	
	Number	Percent
Career Education/ Pre-Vocational Skills	1608	75.0
Specialized Vocational Skills	508	23.7
World of Work	490	22.9
Law in the Community	262	12.2
Activities of Daily Living	196	9.1
Human Sexuality and Interpersonal Relationships	125	5.8

Source: Individual student data retrieval forms

- *The Career Education/Pre-Vocational Skills inventory was used by 75 percent of the students.*
- *The new Human Sexuality and Interpersonal Relationships inventory was used by nearly six percent of the students.*

TABLE 2

Number of Teachers Using
Instructional Activities and Topic Areas
(N = 131)

Activity/Topic	TEACHERS	
	Number	Percentage
ACTIVITY		
Individual Tutoring	125	95.4
Group Discussion	108	82.4
Homework	95	72.5
Role-playing	87	66.4
TOPIC		
Reading and Math Skills	114	87.0
License Applications	110	84.0
Consumer Math	107	81.7
Read and Interpret Want Ads	105	80.2
Complete Employment Applications	98	74.8
Check Writing and Budgeting	93	71.0
Practice Clerical Skills	67	51.1
Accompany Students to Job Interviews	22	16.8
Word Processing	8	6.1

Source: Teacher surveys

- *Nearly all, 95.4 percent, of the teachers used individual tutoring.*
- *Instruction in reading and math skills were offered by 87 percent of the teachers, indicating the increasing importance of basic academics in the program.*

alley, video store, hospital, day care center, laundromat, and the Staten Island Youth Council and Summer Youth Employment Center. Teachers reported that the contacts with the work world were very effective in educating students about the requirements of certain occupations and helped them to evaluate their own vocational interests.

Instructional Materials. OREA observed and discussed with teachers the materials used in the program. Teachers used well over one hundred different commercial workbooks, texts, and study guides, generally emphasizing vocational and consumer education, though also covering academic subjects including African-American history. This year teachers increased the time spent on basic academic skills and social studies. This later component, which can include legal, historical, and current social issues, encourages students to think more broadly about the world of work. (See the State Report for descriptions of the educational materials used at each institution)

Teachers were generally satisfied with the available materials. Sixty-eight percent (N=81) of the teachers reported they would order the same materials, 28.6 percent (N=34) said they would alter their materials order somewhat, while only 2.5 percent (N=3) would order very different materials. The new materials most often mentioned were audio-visual aids and computer hardware and software.

For the second year in a row teachers and supervisors reported delays in the timely delivery of materials for the program. Though this did not effect the program as a whole, teachers at a few sites reported having to "make-do" with workbooks and other materials that were not as effective as the ones ordered.

Most teachers, (109 or 83.2 percent) supplemented materials provided by the

program with their own work sheets and other materials. Thirty percent of the teachers reported making materials covering general academic skills (22.9 percent, N=30) and 19.1 percent (N=25) developed pre-vocational materials.

Teachers used typewriters, calculators, and computers at sites where they were available. Teachers of pregnant teenagers provided instruction in typing and word processing skills with electric and electronic typewriters, and word processors.
Last year, and again this program cycle, teachers reported that a clear shortfall in the program is the small number of computers and word processors available for instruction. This year only 14 teachers (10.7 percent) reported using a computer or word processor during the term.

Computer Workshops. In order to increase the computer competence of teachers in the program, the program director organized a team of two program teachers with computer expertise to provide six workshops for students and teachers at sites in the Bronx. These workshops acted both as in-service training and as student instruction. Teachers reported that the workshops were very effective, though several wished that a follow-up visit could be scheduled.

Human Sexuality-Interpersonal Relationships Workshops. A second team of two program teachers offered six workshops on sex education and interpersonal relationships. Teachers reported that these workshops were very relevant, and that students responded in extremely positive ways. Program teachers linked the workshops and discussion to classroom discussions, using the relevant curriculum inventory to structure the class activities. Teachers commented on the general misinformation concerning sex and reproduction amongst teenagers in general, and this student population in particular. Many students felt comfortable enough to initiate and participate in discussions on a

number of sensitive topics, including pregnancy, dating, machismo, homosexuality, and gender roles.

Program Procedures

Instructional Format. Nearly all teachers, (128 or 97.7 percent) followed a twice-a-week schedule of classes. Session lengths varied to accommodate students' educational and scheduling needs. Session length for most students was from 30 to 45 minutes, with many sessions lasting 120 to 150 minutes. Annual teachers held 60-minute sessions.

Instructional Assessment Procedures. Teachers expressed satisfaction with the curriculum inventories as multi-purpose instruments for assessing student needs, evaluating student achievement, and planning group lessons. The Career Educational/ Pre-Vocational Skills inventory was used as the primary curriculum planning, assessment and achievement instrument. Half the teachers (N=65) used it for curriculum planning, with the World of Work, which has more advanced vocational and academic objectives, used by 32 percent (N=42) of the teachers for curriculum planning. The other four curricula were used by from 11 to 20 percent (N=14 to 25) of the teachers for planning. The newest inventory, Human Sexuality and Interpersonal Relationships, was used by about ten percent (N=13) of the staff. Several teachers used it in conjunction with the Human Sexuality workshops provided by the program.

Over 90 percent of the teachers who used each curriculum found them to be "somewhat" to "very useful," except for the specialized vocational curriculum. Twenty percent of the teachers who used it found it to be "not useful." Teacher comments indicated the curriculum is important, but in its present form does not have a sufficient range of topics or a full set of evaluation criteria.

Limits on Program Effectiveness

Teachers and supervisors reported several factors that reduced program effectiveness. The most often voiced complaint concerned the number of contact hours with students. Many teachers felt that the program would be much more effective if it continued through the end of the regular school year, when students are faced with final exams and standardized tests. Other teachers felt that for many students, the two-day-a-week schedule was insufficient to establish and maintain rapport, assess their needs, and provide the appropriate individualized instruction consistently.

A recurrent problem raised by teachers and supervisors concerns the lack of up-to-date equipment to meet the training needs of the modern work place. Supervisors and teachers recommended that more computer and word processing equipment be made available to the program, with adequate in-service training provided to the teachers to maximize their use of computers. The computer workshops held at some sites attempted to alleviate this problem, but more support for this component of the program is necessary.

Another limitation mentioned was the slight amount of contact that some students had with the business world. Teachers found it difficult to find the time to search for cooperative businesses and organizations. Teachers suggested a variety of solutions: a full-time position for a job developer; linking the program to a job training or job placement organization; and an end-of-term job fair for students were all mentioned.

Many teachers felt that increasing the academic component of the program was necessary to enhance the students' occupational potential. This could be accomplished by enlarging the curriculum inventories to incorporate more academic subjects.

All teachers reported that site staff support is essential, and where staff is less

than cooperative the program has little chance of accomplishing its goal. One hundred and twenty-five teachers reported that their rapport with the agency staff was "good" to "excellent." This year no teacher considered their rapport with agency staff "poor".

This year for the second year in a row many teachers found that materials and equipment were not delivered in a timely manner. Without appropriate or sufficient materials some teachers found it difficult to meet the curricular needs of the students. The problem of timely delivery is outside of the program procedure, but for the first time has become an issue which could affect program implementation, and should be rectified by the appropriate offices.

STUDENT OUTCOMES

Students' Short-Term Objectives

The evaluation objective of the Institutionalized Facilities Program was that:

- Eighty percent of the participating students would master 80 percent of their short-term educational objectives.

Table 3 presents the frequency distribution of the percent of educational objectives mastered. OREA found that 1,909 (92.5 percent) of the students in the program mastered 80 percent or more of their individualized objectives. Thus, the program surpassed its evaluation objective.

Table 4 presents a frequency distribution of the number of short-term educational objectives mastered by students. More than 61 percent (N = 1,314) of the students mastered six or more new skills as a consequence of the program.

Attendance. Table 5 provides a frequency distribution of days students attended the program. In 1989-90, 42 percent (N = 878) of the students attended 21 or more

TABLE 3

Frequency Distribution of the Percent of Educational Objectives Mastered (N=2,064)[a]

Percent Mastered	Number of Students	Percent of Population	Cumulative Percentage
90 - 100	1,820	88.2	88.2
80 - 90	89	4.3	92.5
70 - 80	32	1.6	94.0
60 - 70	27	1.3	95.3
50 - 60	27	1.3	96.7
0 - 50	69	3.3	100.0

Source: Individual student data retrieval forms.

[a]Achievement data were not reported for 80 students.

- *92.5 percent of the students mastered 80 percent or more of their objectives.*
- *155 students, 7.5 percent, did not achieve the mandated goal of 80 percent mastery of their attempted objectives.*

TABLE 4

Frequency Distribution of the Number of Short-Term Educational Objectives Mastered
(N=2,144)

Number of Objectives Mastered	Number of Students	Percent of Population	Cumulative Percentage
31 or more	278	13.0	13.0
21-30	255	11.9	24.9
11-20	416	19.4	44.3
6-10	365	17.0	61.3
1-5	699	32.6	93.9
0	131	6.1	100.0

Source: Individual student data retrieval forms

- *61.3 percent mastered more than 5 new skills.*
- *533 students, 24.9 percent, learned 21 or more new skills through the program.*

TABLE 5

Frequency Distribution of Days Attended
(N = 2,083)[a]

Days Attended	Number of Students	Percent of Population	Cumulative Percentage
21 or more	878	42.2	42.2
13-20	304	14.6	56.7
9-12	197	9.5	66.2
5-8	311	14.9	81.1
0-4	393	18.9	100.0

Source: Individual student data retrieval forms

[a]Data were missing or incorrectly recorded for 61 students.

- *This year over 40 percent of students attended 20 or more sessions.*
- *33.8 percent of the students attended fewer than 9 classes, and 18.9 percent attended 4 or fewer classes.*

sessions. This was a slight increase over last year, and a continuation of a trend for the last three years. Similarly, the number of students attending 4 or fewer days has decreased over the last three years. This may reflect a trend to longer periods of residency for students at some sites.

Program-Related Student Accomplishments. The success of the Institutionalized Facilities Program can be measured by students' use of program knowledge to attain educational objectives and find jobs. Teachers were asked to report on a variety of program-related accomplishments of students. As Table 6 indicates, 356 students (19.0 percent) were able to find part-time and summer employment through program activities. Program teachers also assisted students by providing counseling, helping them conduct job searches, and practicing interview skills.

OREA's analysis of teacher responses concerning the identification of other student achievements which were the result of program-related activities produced the following findings: One-hundred and forty-two students (7.6 percent) entered or re-entered high school, 63 (4.8) passed Regents exams, 382 (20.4) passed other academic examinations, and 90 (3.4 percent) passed the G.E.D. exam. Fifty-six students (3.0 percent) were accepted into a college program. Teachers also reported on attitudinal changes in their students. Teachers reported that more than fifty percent (N = 1,024) of their students showed positive changes in their attitudes towards work and school, and in their self-image or attitude concerning others.

TABLE 6

Number of Students Who Attained Program Related Goals
Through Program Activities
(N=1,873)

Program-Related Goal	Number of Students	Percentage of Students
Obtained Employment	356	19.0
Completed G.E.D.	63	3.4
Passed Regents Exam	90	4.8
Passed Academic Exams	382	20.4
Entered or Re-entered High School	142	7.6
Accepted to College Program	56	3.0
Attitudinal Improvement Concerning Work, School	1024	54.7
Attitudinal Improvement Concerning Self, Others	970	51.8

Source: Teacher surveys

- *Nearly twenty percent of the students obtained employment during the program. This percentage should actually be larger, since several hundreds of the program students are very low functioning or are in institutions which do not allow them to leave for work.*

- *Over fifty percent of the students were judged by their teachers to have improved in their attitudes towards work and school.*

- *Twenty percent of the students passed academic exams at least in part through the tutoring offered by the program.*

IV. CONCLUSIONS AND RECOMMENDATIONS

The OREA evaluation of the 1989-90 Institutionalized Facilities program indicated that the program successfully delivered effective supplementary education in vocational, daily living, and remedial academic skills to neglected and delinquent children and adolescents in institutional residences. The pupil achievement objective of at least 80 percent mastery of attempted objectives was attained by 92.5 percent of the population served, well above the goal of 80 percent of the students.

The program was implemented as proposed, with individualized educational instruction in reading, math, and vocational skills training, and tutoring in preparation for academic qualifying examinations. During this program cycle many students obtained employment, completed academic and occupational/licensing exams, and made marked educational advances, including college admission. More than half the students were considered by their teachers to have shown marked improvement in self esteem and attitude towards work and school.

Increasingly, the program has focused on real-world occupational contact and tutoring, and counseling directed at securing employment. This focus has been demonstrated to be successful.

This year, two teams of teachers ran computer and sex education-interpersonal relations workshops at 12 program sites. Program tutors reported that the workshops were very well received, provided important information to both students and teachers, and strongly recommended they be expanded.

OREA findings suggested that successful program implementation was greatly influenced by the ability of teachers, through their teaching methodology and use of

program curriculum, to be responsive from year to year to the diversity of ages, educational preparation, length of residency, and the complex and varied emotional and behavioral characteristics of the students. Program staff maintained a very high level of communication and flow of available materials, furnishing in-service training and advisement to teachers through regular meetings and site visits.

Increasing Program Effectiveness

Program staff reported several factors that reduced program effectiveness. As in the past, the most frequent suggestion was for an increase in class hours. Especially at large sites, or those with high-turnover of students, the length and frequency of sessions, usually twice-a-week, are not adequate to serve all the participating students. Longer hours, more hours per week, or continuation into June would increase the program effectiveness.

A continuing problem concerns the lack of up-to-date computer equipment to meet the job requirements of the modern work place. Supervisors and teachers recommended that more computer and word processing equipment be made available to the program. The initiation of computer workshops was lauded, but all staff who mentioned it recommended the workshops be made available to any site desiring them.

Teachers and supervisors also felt that more efforts be made to increase the real world job opportunities and contacts made available to the program students. Recommendations included developing a central list of available speakers and sites to facilitate contact with the work world; establishing the full-time position of job developer for the program; linking the program to a job training or job placement organization; and an end-of-term job fair for students. A program supervisor suggested that a staff job

developer would be responsible for all of these initiatives. Some tutors reported working with job developers on their own to expand employment possibilities.

Several staff suggested having a mid-year in-service orientation or meeting for all staff where common problems and solutions could be discussed. This could also be a venue for transmitting new information and materials to program staff.

Many teachers felt that increasing the academic component of the program was necessary to enhance the students' occupational potential. This could be accomplished by enlarging the curriculum inventories to incorporate more academic subjects.

OREA observed recent problems with the usually excellent flow of material support to the program. The time lag between ordering materials and their delivery has increased over the last two years, and in some cases reduced the effectiveness of the program. The problem of timely delivery is outside of the program procedure, but is beginning to affect program implementation, and should be rectified by the appropriate offices.

Teachers reported and OREA observed that program success was facilitated by the teachers' willingness to encourage students' trust and respect. Even where students learned few new skills, teachers reported that students gained self-respect and an understanding of their abilities to achieve in the world.

Recommendations

Based on these findings, OREA offered the following recommendations to improve program effectiveness:

- Establish a permanent position of Job Developer, as exists at all District 75/Citywide sites.
- Expand the formal avenues for finding students part-time and summer employment, by establishing contact with job development or training agencies (e.g., SEEK), or through a yearly job fair.

- Establish as permanent positions two teams to provide in-service training and student workshops on computer literacy and sex education-interpersonal relations

- Continue to monitor and encourage institutional staff cooperation through personal interventions by the program coordinator or supervisor.

- Expand the programs ability to provide computer-based instruction, through focusing on acquiring computers and word-processors.

- Increase the academic skills focus of the curriculum inventory.

- Expand the tutors contact hours with students, either by increasing hours on a weekly basis, or extended the program through May.